DOCUMENT RESUME

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ABSTRACT

This program, included in "Effective Reading Programs...," serves 150 children in kindergarten through grade 9 who are reading below grade level and show measurable potential for improvement. The activities in which children engage depend on the diagnosis of their skill deficiencies. At each grade level, a reading specialist leads small groups of from six to ten children with similar reading problems. At the elementary level, children with severe word-recognition problems are given remedial word-learning activities. General reading and language problems, including younger students' deficiencies in language readiness, are treated with a language-experience approach. At the secondary level, groups are formed for children with mild and severe reading problems. All of these groups meet from two to five times a week under the direction of a reading specialist. Skills taught in these groups are reinforced by the regular classroom teacher. Children who need concentrated language readiness and beginning reading instruction are placed in an open-space second grade. In this setting, two classroom teachers and volunteer aides work with a reading specialist on an intense language readiness program. (WR/AIR)

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CORRECTIVE READING SERVICES
SCHOOL DISTRICT OF UPPER DUBLIN
Fort Washington, Pennsylvania

I. PROGRAM SIZE AND TARGET POPULATION

The program serves 150 children in grades K-9. Children included in the program are economically and educationally deprived. They are selected on the basis of the following needs.

A. Reading

The children's lack of reading ability seriously limits their successful adjustment to school and school work. This results in poor performance on standardized tests, achievement below grade level in other skill areas, and a negative attitude toward education. Children in grades one through three are greatly lacking in language readiness for reading or have reading levels considerably below their grade placement. Those in grades four through nine vary in reading levels; some are considerably below grade level, and others are somewhat below. All of the children have difficulty in performing adequately in other areas because of their deficiencies in reading skills.

B. Language Readiness

Some of the children in kindergarten and first grade have considerable difficulty in dealing with the appropriate uses of language in both thinking and communication. They are also limited in experiences which are basic to language development. They need concentrated instruction in listening and thinking experiences to enable them to function in classroom activities.

II. STAFF

The district elementary reading coordinator directs the program in the two elementary schools and the secondary reading coordinator in the junior high. There are two full-time reading specialists working in the elementary schools. One teaches full-time in the school with the largest project population; the other divides her time between the two schools. There is one reading specialist in the junior high. Classroom teachers work in coordination with the reading specialists in each school. A clerical teacher aide assists the reading specialists. Parent volunteers work with the children in various activities planned by the teachers.

Additional support is given to the program by a Home and School visitor who helps to improve school-home relationships through personal contacts. Two district psychologists test children and make appropriate recommendations.

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III. METHODS, PROCEDURES, AND ORGANIZATION

A. Kindergarten

1. Evaluation and Selection

The kindergarten children will be observed daily by the teachers to note those with language readiness needs. Those who evidence the greatest needs will be recommended for supplementary small group instruction.

2. Assignment and Activities

Children selected will be assigned to a small group of five or six for instruction. Reading teachers will work with the groups on a concentrated language readiness program three or four times a week in the reading room. Both auditory and visual equipment and varied approaches will be used.

B. Grades One through Nine

1. Children who are reading one or more levels below their age and grade level who show measurable potential for improvement will be identified by the classroom teachers.

2. Recommended children in grades one through six will be tested individually by district reading personnel. Those in grades seven through nine will be given group tests by the reading staff.

3. Pupils will be assigned to a corrective learning situation based on test findings.

a. Elementary - (1) mild corrective reading problem indicating a frontal approach can be used in teaching reading skills; (2) severe word recognition problems indicating the need for individual and small group work in remedial word learning activities; (3) reading and language problems indicating the need for a language experience approach to develop improved listening and speaking, as well as reading skills; (4) language readiness lacks indicating the need for a language experience approach to develop prerequisite skills for reading; (5) comprehension problems indicating a need for small group work in developing more adequate skills.

b. Secondary - (1) mild corrective reading problem indicating a frontal approach can be used in teaching reading skills; severe corrective problem indicating the need for concentrated small group work.

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4. Corrective activities will take place using the following facilities, schedules, and materials.

   a. Language readiness groups for first grade will meet three or four times a week with a reading specialist. The instruction will take place partly in the classroom and partly in the learning center. Extensive use will be made of the media available in and through the learning center. Varied approaches will be used to help these pupils acquire control over oral language for thinking and communication purposes. A major concern will be to deal with attitudes so that these children will become more receptive to formal reading and language activities. Basal and supplementary materials will be used when appropriate.

   b. Reading and language groups for grades one and two will be organized on a grade level basis and will meet two to four times a week with a reading specialist. The majority of the instruction will take place in their regular classrooms (self-contained or open space), and some will be in the learning center. Extensive use will be made of the equipment in the learning center to help those children develop oral language experiences for thinking and communication. Language experience approach and appropriate basal and supplementary materials will be used in instruction. Classroom teachers and reading specialists will work coordinately. Parent volunteers will be used with individuals and small groups of children in reenforcing activities.

   c. Corrective groups for grades two through six will be organized on a grade level basis and will meet two times a week with a reading specialist. The majority of the instruction will be conducted in the classroom. At times, the groups may be scheduled in the learning center where media and individual learning facilities are available. Reading activities will be planned coordinately with the classroom teacher and will be prescribed for each child on the basis of needs. Basal, supplementary, and high interest-low vocabulary materials will be used. Parent volunteers will be used with individuals and small groups.

   d. Severe word recognition problems will be assigned to small groups or to individual classes with a reading specialist trained in the use of the remedial word learning technique (Fernald). Pupils will meet three times a week in a reading room that is more private and free of noise and visual distractions. The reading specialist will be responsible for most of the child's formal reading instruction. She will work closely with each child's classroom teacher so that a maximum of reenforcement and transfer will be possible when the child is in his regular classroom. High interest supplementary materials will be used.

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e. Severe reading problems for seventh grade will be assigned to the learning center for one period daily. There will be ten to twelve pupils in this group. They will receive concentrated instruction in reading and related language arts. Others from seventh and eighth grades with less severe problems will be assigned to the learning center a minimum of twice weekly. There will be from six to twelve pupils in these groups. Instruction will also stress reading and related language arts. High interest-low vocabulary, programmed, and specific skills materials will be used.

f. Comprehension and reading-study skills groups for grades seven through nine will be organized on a grade level basis and will meet two to five times a week with a reading specialist in the reading room. Group size will range from one to twelve. Comprehension and study skills for the content areas will be stressed. Work will be coordinated with the regular classroom program through frequent communication with the classroom teachers involved. Skills materials for developing reading-study skills will be used.

IV. EVALUATION PROCEDURES

The following evaluation procedures are used to measure the effectiveness of the program. Testing is done in September for children in grades one through nine who have not been in the program previously. All children in the program are tested in May of each year.

A. Jansky Readiness Screening Index is administered to children on readiness level.

B. Standardized Tests of Achievement - an appropriate form of the Gates-MacGinitie Reading Tests will be used for pupils in grades two through nine.

1. Primary A - Vocabulary and Comprehension, Grade 1
2. Primary B - Vocabulary and Comprehension, Grade 2
3. Primary C - Vocabulary and Comprehension, Grade 3
4. Survey D - Speed, Vocabulary, and Comprehension for Grades 4-6
5. Survey E - Speed, Vocabulary, and Comprehension for Grades 7-9

C. Informal Tests of Achievement

1. Informal Reading Inventory, Upper Dublin (Grades 1-6)
2. Word Recognition Test, Temple University (Grades 1-6)
3. Informal Spelling Inventory, Temple University (Grades 1-6)
4. Word Opposites, Upper Dublin (Grades 7-9)

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V. COST

A. Total cost of instructional materials for a class of thirty - $1,050.00

B. Sources and amounts of funding -

1. Federal - Title I - $43,000.00
2. State - Appropriation - $17,189.00
3. Local - Real Estate, Per Capita, Act 511, Delinquent Taxes - $24,065.00
4. Private - Interest and other sources - $1,719.00